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Resiliency Among Working Criminology Students: A Qualitative Study Through Appreciative Inquiry

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ABSTRACT

In today's fast-paced educational and professional environment, working students face unique challenges in balancing academic responsibilities with employment and personal obligations. Understanding their experiences is essential for creating effective institutional support systems that foster academic success and professional growth. This study explored the experiences of 7 working Criminology students from one of the universities in Cagayan de Oro City, Misamis Oriental, focusing on the institutional features that support their success, the challenges they encounter, the actions needed to sustain their academic progress, and their post-graduation aspirations. Purposive sampling was used to select participants who met the criteria of being actively employed while enrolled in the program. Using a qualitative research design anchored in the 4D Appreciative Inquiry (AI) model, participant narratives were analyzed to identify key patterns and insights. The findings revealed four major themes: (1) motivations for pursuing a career in Criminology, (2) envisioning a supportive and empowering learning environment, (3) designing a flexible and supportive framework with mentorship and aid, and (4) persevering with purpose toward long-term goals and aspirations. Findings highlighted that institutional support, resilience, and student-centered policies are crucial for the academic persistence of working Criminology students. Strengthening institutional support systems and expanding academic and financial assistance are essential for empowering working Criminology students and preparing them for meaningful professional pathways.

Keywords: Resilience; Working Students; Criminology Education; Academic Support; Institutional Support; Challenges; Time Management; Appreciative Inquiry; Higher Education; Student Motivation; Learning Environment; Future Aspirations.

1.0. Introduction

Working students in the field of criminology encounter the challenging responsibility of harmonizing their educational objectives with the practical demands of their jobs. These individuals are engaged in the study of criminology, a discipline that delves into the intricacies of crime, law enforcement, and the justice system, while concurrently maintaining employment, often to support their educational and living costs (Jawale, 2023). This dual commitment necessitates exceptional time management abilities as they balance coursework, study sessions, assignments, and work commitments. In addition to the logistical difficulties, working criminology students may face financial pressures that can adversely affect their academic performance and mental health (Wilson et al., 2023). The expectation to excel in both their studies and professional roles can result in exhaustion, diminished study time, and restricted social interactions. Nevertheless, many of these students manage to succeed by prioritizing their responsibilities, employing effective time management techniques, seeking assistance from family, friends, and faculty, and engaging in self-care practices. Some may even secure positions in areas related to criminology, providing them with valuable hands-on experience that enhances their academic knowledge and future career opportunities (Petintseva et al., 2020). Ultimately, these students exemplify resilience and commitment as they pursue their educational aspirations while navigating the complexities of the workforce. Working students often face significant challenges that can hinder their academic and personal growth (Stogner, 2022). These challenges may include financial constraints, time management issues, family responsibilities, and

societal expectations. Despite many obstacles, many working criminology students demonstrate remarkable resilience, perseverance and a strong commitment to their studies and future careers. Resilience is a key concept in the fields of psychology, sociology, and education, signifying the ability to adapt, recover, and thrive despite challenges and adversities (Chapman et al., 2020). In the context of criminology, where students are often exposed to distressing content related to crime, violence, and the justice system, understanding resilience becomes even more critical.

1.1. Study Objectives

The study aims to answer the following key questions:

1) What motivated the participants to pursue a career in criminology?
2) How do participants envision a positive environment and support system to continue their studies and succeed?
3) What key features and resources would you include in a program or support system designed to help working criminology students succeed both academically and professionally?
4) How do the participants plan to maintain their resilience and motivation as they continue their journey?

2.0. Literature Review

Resilience among working students has been widely discussed in recent studies as a critical factor in academic persistence. Research indicates that students balancing work and study often rely on institutional support, personal motivation, and coping strategies to succeed (Duraku et al., 2023). Appreciative Inquiry (AI) has been recognized as a strengths-based framework that emphasizes positive experiences and solutions rather than deficits (Nichols, 2020). Flexible learning environments have been shown to improve student satisfaction and performance, particularly for working students (Flores-Cruz, 2024). Similarly, mentorship programs and academic counseling contribute significantly to student engagement and success (Miske, 2024). Financial assistance such as scholarships also plays a crucial role in reducing barriers to education (Berlanga & Corti, 2025). Theoretical frameworks such as Self-Determination Theory (Ryan & Deci, 2020) and Social Cognitive Theory (De la Fuente et al., 2023) support the importance of autonomy, competence, and relatedness in fostering motivation and resilience among students.

3.0. Method

The study employed a qualitative research design using an AI approach. AI focused on identifying and exploring positive aspects of individuals' experiences, emphasizing strengths, and uncovering how individuals managed challenges (Fatimah et al., 2024) This design allowed for a deeper understanding of resilience narratives, as it encouraged participants to reflect on their successes and how they had coped with adversity (Gupta & McCarthy, 2021). By focusing on the positive, the research aimed to capture empowering insights into the factors that contributed to resilience among criminology students, providing a holistic view of their experiences (Burton et al., 2024). AI was a strengths-based approach that focused on identifying and amplifying positive experiences and resources within a system (Nichols, 2020). This approach aligned with the research objective of understanding

how working students navigated challenges and achieved success. The participants of this study were seven (7) enrolled working criminology students in higher education institutions within Misamis Oriental who exhibited resilience and demonstrated exemplary performance in managing the demands of both academic responsibilities and field-based work. A purposive sampling method was employed to identify potential participants based on specific inclusion criteria: (1) currently enrolled in a criminology program, (2) employed either full-time or part-time, and (3) willing to participate in the study. Data collection continued until data saturation was achieved, wherein no new themes or significant insights emerged from the participants' narratives. Participants had the right to withdraw at any stage without any repercussions. Additionally, steps were taken to safeguard participants' privacy and maintain the anonymity of their identities throughout the research process. To ensure anonymity and confidentiality about the participants identities, the researcher did not reveal participants names during the interviews and addressed them as "MA'AM" or "SIR."

4.0. Results and Discussion

The study involved seven (7) criminology student participants whose ages ranged from 21 to 24 years and who studied at the same time. The students worked in different fields because of their employment which included both full-time and part-time positions in food service private security and ride-hailing services. Collectively, these participants experienced the dual demands of academic responsibilities and employment obligations. Their varied work environments and schedules provided rich and meaningful insights into how personal resilience, workplace conditions, and institutional support interact to influence their academic persistence and overall learning experience. From their experiences, four main themes were identified: (1) motivations for pursuing a career in criminology, (2) envisioning a supportive and empowering learning environment, (3) designing a flexible and supportive framework for working students, and (4) persevering with purpose to achieve long-term goals. The themes demonstrate which factors lead to student success because they show how personal drive and workplace conditions and institutional support and coping strategies help students achieve their goals. Every theme shall be scrutinized using transcribed quotes of participants, illustrations from real life and relevant theories.

4.1. Building Supportive Structures for Student Success *(Discovery Phase)*

This theme refers to the presence and effectiveness of institutional, relational, and environmental support systems that enable working criminology students to meet academic demands while maintaining employment. The theme demonstrates how institutional structures which include flexible schedules and support systems for emotional needs and financial aid and communication methods help criminology students achieve their academic goals (Zaportiza & Cuevas Jr., 2025; Bihag & Allanic, 2025). The structures support participants' internal motivations, which were identified during the Discovery Phase, particularly their dedication to work and family responsibilities and their commitment to justice-oriented values. The participants needed schools to provide them with more flexible study options and emotional support services and tools for managing their time and better methods for communicating with others (Zaportiza & Cuevas Jr., 2025). Students need institutional structures which address their actual life situations to handle their study and work commitments. According to Turan Kucuk and Karabey (2022) revealed that distance education programs which provide students with more flexible options enable

students to control their learning and achieve higher satisfaction levels which demonstrates the need for learning systems that can adapt. Thus, the transition from Discovery to Design is about leveraging the strengths, motivations and values identified to generate flexible, supportive, well-coordinated structures enabling working students in criminology to balance work, study and life — thereby converting the 'why' of their motivation into the 'how' of their sustainable success. As revealed by participants 1, 2, and 3.

"I would include flexible learning schedules, emotional counseling, and scholarship support. These would give students more chances to continue their studies despite financial and emotional struggles" (P1).

P1 revealed core motivations such as a commitment to justice, community service, and a personal resolve to overcome obstacles—these are the "positive core" strengths awakening their pursuit of criminology. The Design Phase statement establishes its fundamental framework through three structural elements which include flexible working hours for students and emotional resilience counselling and scholarship financial support. Research indicates that higher flexibility in distance or blended formats enhances student self-regulation and satisfaction, thereby supporting persistence in study. The research of Turan, Kucuk, and Karabey (2022) found that university students who participated in distance education showed positive relationships between their self-regulated effort and their ability to adapt to different situations and their distance education satisfaction. According to Rubio et al. (2024) demonstrates that academic environments which provide mental health resources result in students achieving long-term well-being. Thus, designing mechanisms such as flexible learning pathways, emotional counselling, and scholarships aligns with participants discovered motivations and leverages their internal strengths (discipline, perseverance, hope) into an institutional matrix of support for their academic journey.

"Discipline, patience, and time management helped me balance work and studying" (P2).

P2 identified personal virtues—discipline, patience, perseverance—as internal resources which motivated them to continue their studies despite their competing responsibilities. The Design Phase statement transforms these personal strengths into a support strategy which includes mentorship and training programs that teach working students time management and self-regulation skills. Recent studies show that time management skills are essential because Lubis et al. (2024) found that college students' time management skills directly affected their study abilities. Therefore, institutionalizing training in time management grounds the design in the participants discovered strength of discipline, converting that internal virtue into a scaffolded system of support so students' balancing act (work + study) is acknowledged and managed proactively.

"A healthy study environment where working students like us can pause and rest for a while and come back stronger for another day" (P3).

P3 explained their challenges together with their determination to achieve their goals through three specific sources of support which included family assistance and their personal drive to succeed in life. The statement demands that educational institutions create study spaces which enable students to advance their studies while offering them spaces which help them recover between study sessions. The three participants' experiences show a clear alignment between their intrinsic motivations—such as serving their community, pursuing justice, gaining

knowledge, and achieving personal and familial goals—and the design of institutional supports identified in the main theme. The combination of their strengths, which includes their ability to persevere and their discipline and their resilience, demonstrates the requirement for flexible study schedules and emotional assistance and proper time management techniques and suitable learning spaces and effective mentor and employer communication to convert their drive into actual achievement. Guided by Social Cognitive Theory (De la Fuente et al., 2023) the study shows that working criminology students succeed academically because their personal strengths, actions, and supportive school environments work together to help them stay motivated, disciplined, and resilient despite work and life challenges. The findings of this study show their value to educational institutions because they help colleges create programs that effectively assist working students who study criminology and related fields (Hamilton & Gross, 2021). The study results show that students at this institution manage their academic work while dealing with multiple obligations and stressors which affect their ability to study. The students need more than classroom teaching and course materials because they want schools to provide environments which recognize their complete life experiences. The new perspective forces universities to reconsider their existing policies and services and academic programs because it shows that their current framework fails to meet the needs of increasingly diverse student groups. Based on the theoretical explanation and findings of the study, institutions should create flexible learning schedules which match the actual work patterns of students who have jobs because they need to work different hours and rest at unpredictable times. Financial support through scholarship programs together with financial aid resources helps reduce the financial pressure which students experience when studying (Rehfeld et al., 2024). The research demonstrates that emotional and mental health counseling services with their capacity to help students decrease stress while staying motivated and developing psychological resilience need to be established as essential resources. The academic system requires all support services to be available for students to access without facing judgment while using these services. Students achieve better health and academic performance through study environments which provide spaces for resting and focused work. In conclusion, the theme highlights that the success of working Criminology students hinges on a synergistic interplay between internal student strengths and external institutional supports. The discovered motivations of people at work need to be transformed through creation of effective systems which help institutions to achieve three goals, which include academic persistence and holistic student development, and professional student readiness. The research results demonstrate that higher education institutions must develop policies and programs which maintain flexibility while responding to student needs and work to include all students.

4.2. Envisioning a Supportive and Empowering Learning Environment *(Dream Phase)*

This theme refers to students' perceptions and aspirations regarding an ideal academic environment characterized by empathy, inclusivity, mutual respect, open communication, and accessible learning resources. This theme shows the students need an academic environment which provides emotional support through teacher and student and institutional resources. The Dream Phase of AI shows students their ideal learning environment which helps them achieve their criminology career goals while protecting their health. The students picture a space which includes understanding and empathy together with support from both peers and teachers and the ability to create

their own schedules and access funds. Research shows that authentic supportive educational settings increase student motivation together with their active learning participation (Watterston & Zhao, 2024; Regidor et al., 2024). As revealed by participants 1, 2, and 4.

"I envision a learning environment filled with empathy and unity, where students support each other and teachers inspire rather than pressure. I dream of graduating with pride and becoming a criminologist who serves with honesty, compassion, and courage" (P1).

P1 envisions a future that provides him with both personal relationships and professional development. P1 expects to find an educational space which provides students with understanding support from their classmates and guidance from their exceptional instructors whom he considers role models. This kind of environment helps them develop a meaningful professional identity as a criminologist. In the Dream Phase, they envision a place that supports not only academic success but also values like service and integrity. Research supports the importance of these relationships. Xu et al. (2023) found that teacher support increases student engagement by meeting basic psychological needs in vocational higher education. Other studies show that strong teacher-student relationships boost motivation and engagement (Maming et al., 2024). The student dream which the student has chosen to pursue proves to be achievable because it matches the research findings which identify essential factors for student achievement. The study demonstrates that educational spaces should be designed to create inclusive environments which generate positive energy and promote acts of public service.

"I imagine a positive environment where teachers and classmates are kind and supportive, and flexible schedules help balance work and study. My dream is to finish my criminology degree and serve the community while inspiring other working students" (P2).

P2 highlights two key dimensions: relational support, which includes kind peers and supportive teachers, and structural flexibility, which enables students to manage their work and study responsibilities. The available support systems empower community service through their ability to motivate fellow students. According to Radovan (2024) discovered that adult education participation relies on flexible learning arrangements while Flores Cruz (2024) demonstrated that student academic performance improves when students perceive their academic environment as flexible. The results demonstrate that P2's vision statement combines both its aspirational elements and its evidence-based components to create a practical framework for organizational development.

"A positive environment means surrounding oneself with supportive friends and having flexible class schedules. I dream of succeeding in both studies and a criminology career while making a meaningful impact. Financial support would allow more focus on learning" (P4).

P4 identifies three key components: social support, structural flexibility, and resource support. The Dream Phase needs this complete vision because it requires people to envision their perfect world. The supporting literature demonstrates that social support improves student engagement and their sense of belonging while flexible learning schedules (Flores Cruz 2024) boost student participation and academic performance and financial aid (Rattini 2023) helps students stay in school and complete their degrees. The designed environment allows participants to

access three types of support which include relational support through their peers and teachers and structural flexibility through work-study balanced schedules and financial assistance as resource support. The Dream Phase contains its main elements through which students demonstrate their ability to create their ideal future academic and personal development while achieving their professional objectives. The Self-Determination Theory, developed by Richard M. Ryan and Edward L. Deci, posits that human motivation and well-being are founded on the satisfaction of three basic psychological needs: autonomy (the need to feel in control of one's own behavior and goals), competence (the need to feel effective and able to achieve tasks), and relatedness (the need to feel connected and significant to others). When these needs are fulfilled, individuals show an increase in their internal motivation and their level of engagement and their dedication to goal achievement. The blocking of these needs' leads to a decrease in motivation and engagement and well-being. The findings of this study demonstrate that envisioning a supportive and empowering learning environment through this research theme shows important effects on universities and their educators and their educational decision makers. The participants' aspirations highlight the importance of creating a holistic environment that addresses relational, structural and resource-based needs: supportive teachers and peers' relatedness flexible learning schedules autonomy and financial assistance competence.

The research relied on Self-Determination Theory according to Ryan and Deci (2020) which states that these elements serve as vital components for developing intrinsic motivation and engagement and persistence and student well-being which is crucial for students who work while managing multiple responsibilities. The institutions will improve student engagement and motivation and persistence and well-being through their efforts to satisfy students' relationship needs and institutional requirements and resource demands. The participants' visions show that a supportive and empowering environment exists as an actual possibility which research evidence supports because it serves as a fundamental requirement for students to achieve their professional and personal goals while succeeding academically.

4.3. Designing a Flexible, Supportive Framework with Scholarships and Mentorship to Empower Working Criminology Students *(Design)*

This theme refers to the institutional policies, programs, and structural mechanisms intentionally designed to accommodate the needs of working criminology students. The Design Phase of the 4-D Appreciative Inquiry model enables stakeholders to create "what should be" through their development of specific elements and resources which will assist studying criminology students. The program components which participants identified as essential included flexible learning schedules and scholarship/financial support and mentorship/academic counselling. Research supports the inclusion of these elements: flexible scheduling enhances academic performance among working students (Flores Cruz, 2024), scholarship satisfaction correlates with institutional persistence (Berlanga & Corti, 2025), and structured mentoring significantly improves well-being, engagement, and academic achievement (Gonçalves et al., 2025; Miske, 2024). The studies demonstrate a design framework which meets students' requirements through its evidence-based academic design. These are emphasized by participants 1, 2, and 4.

"I would include flexible learning schedules, emotional counseling, and scholarship support. These would give working students hope and a fair chance to achieve their goals" (P1).

P1 demonstrates that multiple support systems hold essential value. The Design Phase needs flexible scheduling because it allows employees to manage their work duties while using counselling services that develop resilient skills and the scholarships which assist students with their financial challenges. The research evidence demonstrates that flexible scheduling systems lead to better employee performance and engagement, while counselling services help students develop better study skills and motivation (Duraku, Davis & Hamiti, 2023) and scholarships enable students to maintain their studies and complete their degrees (Berlanga & Corti, 2025). The system gives working students a complete support system which works for their specific needs.

"If I could design a program for working criminology students, I would include academic counseling, flexible schedules, scholarships, and mentorship programs to guide students in balancing work and studies" (P2).

P2 emphasizes that structured academic programs and mentorship resources help students achieve their goals while handling their various commitments. The Design Phase requires the development of formal mentorship programs and academic advising pathways which must include various learning options. Literature confirms that mentorship improves career planning and academic outcomes (Miske, 2024), flexible schedules reduce stress and facilitate work-study balance, and scholarships promote academic continuity (Cavagnoud et al., 2024). The design elements enable participants to implement their vision of "what should be" by creating institutional strategies that can be turned into concrete actions.

"Strong support systems can play a role in helping working criminology students maintain a healthy work-life balance by providing tailored resources and strategies…access to internships and career workshops…flexible scheduling policies" (P4).

P4 focuses on providing complete and practical assistance. The Design Phase requires institutions to establish peer support networks together with career workshops and flexible scheduling and experiential learning through internships. Research demonstrates that peer support enhances engagement and well-being (Osborn, 2022), flexible scheduling reduces dropout risk "(Serikov, 2025)", and career-focused workshops and internships improve professional readiness "(Berlanga & Corti, 2025)". The program design process requires these elements because they deliver exact academic resources and career development resources to student's which research has proven to be effective. The developed framework illustrates how institutional supports boost students' motivation and perseverance using Self-Determination Theory. Flexible schedules support autonomy, mentorship and counseling enhance competence, and scholarships, peer networks, and career workshops promote relatedness. When these supports are systematically designed, students are more likely to sustain engagement, regulate their learning, and persist toward degree completion. The three psychological needs need to be fulfilled before students can show their natural drive to learn and their active participation in studies and their determination to continue studying. The framework we created together transforms the Dream Phase into actual support systems which enable criminology students to achieve academic success and build their professional skills while protecting their personal health. The

research findings demonstrate that higher education institutions can improve student retention rates and academic outcomes and employment preparedness through the implementation of flexible scheduling systems and scholarship opportunities and mentorship programs and career development initiatives which students helped design to meet their actual needs.

4.4. Persevering with Purpose: Maintaining Resilience and Motivation to Achieve Long-Term Goals and Life Aspirations *(Destiny)*

This theme refers to the internal resilience processes of working criminology students, including self-discipline, goal orientation, value-based motivation, and meaning-making, which drive sustained academic persistence despite challenges. The Destiny Phase of the 4-D Appreciative Inquiry model demonstrates how participants maintain their dedication to achieving their academic and professional goals which extend across multiple years. The phase demonstrates to criminology students whose primary focus is their studies that they need to develop four essential skills which include resilience and intrinsic motivation and goal-oriented action and meaning-making. Research indicates that individuals who cultivate resilience and a strong sense of purpose are better able to overcome obstacles, manage stress, and maintain focus on long-term goals (Chan et al., 2023; Wang et al., 2024). Goal-oriented motivation together with self-regulation strategies enables students to maintain their study routine through difficult times, while students demonstrate better academic results and career preparedness through their active participation in studies which require them to develop resilience and pursue their goals (Li et al., 2024). It was revealed by participants 1, 2, and 4.

"I will keep reminding myself that everything I'm doing now is for my future, continue praying and working hard, and carry the lessons of patience, humility, and dedication to face challenges with faith and courage" (P1).

P1's statement shows a future-oriented mindset which uses values as its foundation to show how personal virtues of patience and humility and dedication serve as motivating forces for him. Research demonstrates that students who possess higher levels of resilience and self-efficacy will display better academic motivation and adaptive coping skills which help them achieve their goals. The Destiny Phase focuses on building everlasting commitment for students.

"I plan to set clear goals, take breaks when needed, and always remind myself why I started, while applying discipline, hard work, and time management to stay motivated and inspire others" (P2).

The result shows how people establish goals through self-control methods which lead to P2 developing their future objectives into their everyday life activities. According to the study of Datu et al. (2023) students who managed their time well and worked consistently achieved better academic results because these skills helped them stay motivated throughout their studies. The study showed that students who had specific goals reached higher levels of success.

"I focus on clear goals, eliminating distractions, and surrounding myself with a supportive environment to stay motivated, carry forward lessons from challenges, and inspire others" (P4).

P4 statement shows that both aspirational elements and environmental support systems should be considered essential elements in the Destiny Phase. The research on academic resilience demonstrates that students who study in supportive environments which provide them with social connections and academic guidance and create safe spaces will show better academic persistence and acceptance of their studies. To the same extent, studies on self-determination suggest that relatedness and focused cognitive regulation are central to sustaining motivation for millennia. The participants' statements demonstrate the fundamental nature of the Destiny Phase in the 4-D Appreciative Inquiry model through their presentation of three essential elements which include dedication, mission-driven determination, and foresight-based cognitive processes. The process of maintaining resilience together with personal purposes requires individuals to establish specific objectives and develop self-control while they handle their problems through both patience and gratitude and they search for assistance from others. The participants show their ability to maintain motivation through their daily activities which lead to their future goals while they follow their personal values and turn their difficulties into valuable lessons. The synthesis shows that to achieve life and career goals people need to create a meaningful future while they combine their individual strengths with their social connections and their environmental resources. Through Self-Determination Theory it explains how participants maintain their motivation because they achieve their autonomous needs through their goal-setting and their competent needs through their structured practice and their relatedness needs through their family and peer and mentor support. The achievement of this requirement enables people to maintain their activities while they create purpose and develop their ability to recover from difficulties. The Destiny Phase shows that motivation consists of two components which need to be developed through both internal motivation and external assistance to achieve long-term goals. Educational programs should deliver mentoring services and counselling services together with methods which help students build resilience and establish their goals and manage their time and pursue their goals through their core values. These interventions help students persist, realize long-term goals, and sustain well-being while navigating academic and professional challenges. The four themes demonstrate a progression from identifying internal motivations (Discovery), envisioning an ideal learning environment (Dream), designing practical support mechanisms (Design), and sustaining purpose-driven engagement (Destiny). The study results show that criminology students experience success when their educational institutions provide them with flexible structures which serve as educational support and meet their personal and professional development needs. Students who want to succeed academically and professionally while developing resilience need educational institutions to implement complete systems which include flexible scheduling and mentoring programs and scholarship opportunities and counseling services and career development resources.

5.0. Conclusion

Based on the findings of the study, the following conclusions are drawn: First, the academic persistence of students needs support through recognition of their natural drive to learn. Justice and community service work together with personal development to motivate working criminology students to pursue their studies. Second, students require educational spaces that help them succeed through empathy support from their classmates and teachers and

through flexible scheduling options and available financial assistance. Educational institutions need to establish learning environments that maintain inclusivity and adaptability to meet student needs. Third, the combination of flexible schedules and scholarships together with mentorship and academic counseling services functions as essential support resources for students who require structured programs designed to meet their specific needs throughout their academic journey. Fourth, the students who achieve their educational goals through established work schedules and their core beliefs and support networks demonstrate that educational institutions should develop both their internal strengths and their external support systems for students to succeed in their academic work.

6.0. Recommendations

The following recommendations are hereby recommended: First, the Higher Education Institutions may establish better support systems which include both flexible learning options and counseling services and communication channels to assist criminology students who work to achieve their academic and personal goals. Second, the Academic Administrators may design programs which solve the difficulties faced by working students through the implementation of stress-management programs and peer-support groups and time-management workshops and mental health services. Third, the Program Coordinators and Faculty may implement mentorship systems and academic advising together with scholarship opportunities and career development activities. This system will help students develop their academic skills and prepare for their future professional careers. Fourth, the Career Services and Industry Partners may collaborate to provide structured internships and career guidance seminars which will establish work-study programs that benefit criminology students who need professional experience while they study and work. Fifth, Future researchers may explore the experiences of working students in other programs or regions to better understand factors which affect their resilience and motivation and academic success in different environments. Lastly, Policy Makers may consider developing national or institutional policies that formally support working students through structured academic flexibility and financial aid systems.

Declarations

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Competing Interests Statement

The authors have not declared any conflict of interest.

Consent for publication

The authors declare that they consented to the publication of this study.

Author Contribution

Both the authors took part in literature review, analysis, and manuscript writing equally.

Informed Consent

All participants in this study voluntarily gave their informed consent prior to their involvement in the research.

Availability of data and material

All supplementary documentation can be provided for the purpose of academic inquiry or verification.

Institutional Review Board Statement

Not applicable for this study.

Ethical Approval

The researchers adhered to the ethical protocols set by Misamis University.

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